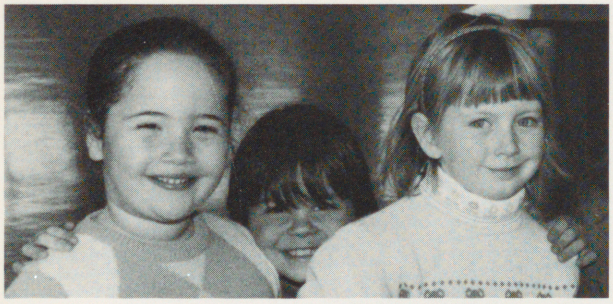
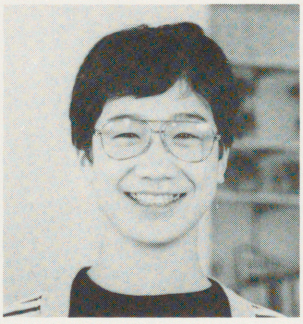
# The North Shore Country Day School





1985-86

The North Shore Country Day School • 310 Green Bay Road • Winnetka, Illinois 60093

Phone: (312) 446-0674

*"North Shore is a school family of strong minds where wit, intelligence, joy and conflict are parts of the whole and, as with families, we do not disengage." . . . a parent*

Dear Prospective Student:

This brochure will introduce The North Shore Country Day School to you. It is very important that you read it thoroughly, as it will serve as a basis for your questions about the daily life of students here. Several characteristics of our School should be primary considerations when you make a decision about your education.

**We are a college preparatory school,** with academic standards designed to prepare students for the most competitive colleges and universities.

**Instruction at North Shore takes place in small classes.** We believe that, although instruction can happen in large groups, the most effective learning is found in small groups with a first-rate teaching force.

**We believe that education takes place within and outside the classroom.** This is reflected throughout the year in enrichment programs.

**Participation** in many different segments of school life is of crucial significance here.

**We are a school filled with the traditions of over sixty-five years** of leadership in independent education in the Chicago area as well as in the nation. Our students are able to profit from and share in the experience of many loyal alumni.

**We are a family school.** Specifically that means that students in the entire School, grades K-12, interact often. That means also that the participation of your parents is encouraged in many school activities. The atmosphere of the School is one of respect for learning which encourages students to test their abilities.

Please be sure that you are thorough in your investigation of North Shore. Ask about the daily events that make this School a special place. Both we and you must be sure that this is the best school for you. Your choice of school is one of the most important decisions of your life. Make it with care.

Richard P. Hall,
Headmaster

*"The atmosphere here is totally different from any other school I have attended. The students are here to learn and to support the school activities, and the teachers are very helpful and willing to offer any extra help needed." . . . a student*

## WHO ATTENDS NORTH SHORE?

One of the first impressions you will have while visiting North Shore is the diversity of our students. We enroll boys and girls from all races, creeds, and backgrounds, whose common denominator is found in their academic potential. With this wide span of backgrounds our students gain good insight into diverse thoughts and lifestyles and through this exposure develop an understanding and appreciation for other viewpoints.

Our students live in all North Shore suburbs as well as Chicago on the south and Waukegan on the north. Convenient public transportation and school buses serve our students. Twenty-seven communities are represented at North Shore.

## WHY DO STUDENTS CHOOSE NORTH SHORE?

There are probably as many different reasons for choosing North Shore as there are children enrolled: excellent academics, a superb fine arts program, Music Major programs, opportunities for participating in many different activities, assurance of a place on an athletic team, personalized college counseling, and the ability to be a visible member of the group, to be known by the faculty. Each individual is a recognized member of the community.

*"My favorite part about North Shore is that you can participate in as many things as you want. You can be on any sports team, or on the newspaper and yearbook staff, or be an opera star. You can do one of these things or all of them at once if you want to. Another good part is that the kids are so nice. You get to know everyone well. It's just great." . . . a student*

# WHAT MAKES NORTH SHORE SPECIAL?

In looking at independent schools you'll find that each one has its own personality. A school's basic philosophy, its traditions, as well as the physical campus, give a school its definition.

## Academic Standards

In a program directed to the above average student, academics at North Shore nurture the individual's natural curiosity about himself and the world. Small classes, individualized programs, and a stimulating environment lead to high academic standards.

## Faculty

A respect for students and a respect for learning exemplifies our talented and dedicated faculty. Here, in small classes, teachers have the opportunity to work closely with students, giving individual attention, often counseling, sometimes prodding, but always encouraging and stimulating. We maintain a ratio of nine students to each teacher.

## Involvement

Students at North Shore are encouraged to participate in as many activities as interest them. In a small school, students can act, sing, play in sports, write for the publications, and enjoy a wealth of activities without having to 'star'. Such possibilities for well-rounded involvement are rare in schools and North Shore, as a small community, opens these doors of opportunities.

*"The sports program at North Shore is a very special one. You don't have to be a super jock to be on a team, you just have to want to play the sport, to be willing to go to practice, and to try your hardest." . . . a student*

## Family Community

North Shore has a family orientation. From Kindergarten through Upper School there are many unusual opportunities to know and work with younger and older students. Morning Exercise, when the School assembles for announcements and programs three times a week, finds the kindergarteners sitting on the seniors' laps. Such responsibility, understanding, and caring, which are rare ingredients of a school, exemplify student life at North Shore.

The School offers many other unique experiences. Outdoor education experiences provide opportunities to heighten group and self-awareness; all-school work days, as much fun as work, pair younger and older students in seasonal campus clean-up and bulb planting; tutoring programs bring Upper School students into Lower School classrooms for constructive, supervised, one-to-one tutoring; festivals and holiday celebrations merge grades for parties, folk dancing and projects. Students know younger and older boys and girls, and their friendships erase age boundaries.

## Arts Program

Music, drama, and art encourage the students' expression of feelings and ideas and their appreciation of aesthetics.

**Music:** The Orff instrumental method is offered in the Lower School, and singing is developed year by year to the advanced repertoire presented by the Upper School chorus, Sangerbund, and Camerata Vocale. A faculty of instrumental teachers at the Music Center of the North Shore, located on our campus, provides private lessons on nearly any instrument. The North Shore Youth Orchestra offers an opportunity for ensemble performance.

*"All of the athletic, academic, dramatic, and social events that occur at North Shore are aimed at doing one thing . . .building the character of the person who participates in each event. Whether it be calling your own plays on the football field, getting your own band for the dance, or doing an outside project in art, or even if it's just doing a daily assignment in class, each student is treated in a very adult manner." . . . a student*

**Drama:** Throughout the School students are encouraged to perform in Morning Exercise. Plays, readings, lectures and improvisations emerge from many classrooms for public performance. Introductory classes in theatre and acting begin in the Middle School. Each spring, the Middle School produces a musical show. At the Upper School level, in addition to an introductory dramatics course, full credit courses are offered in acting, stagecraft, directing and scenic design.

The Upper School produces four major presentations each year: a fall play, a Gilbert and Sullivan opera, "Vaudeville" and spring one-act plays. Under the direction of the Upper School Dramatics Department, these productions are staged as evening performances for parents and friends.

**Art:** Art begins in the kindergarten studio where easels, paints, and smocks are always available. The program moves on into the lower and middle school art rooms where ceramics, sculpture and design are introduced and where, by eighth grade, a student may be doing advanced work in ceramics. In Upper School, following an introductory course, a student may elect courses in graphics, photography, drawing, sculpture and ceramics. The School's highly respected faculty is complemented by spacious and well-lighted studios.

## Sports and Physical Education

The physical education program, which provides recreation and promotes good health and physical development, begins in the Lower School with individual and team activities.

In the Middle School, physical education includes a variety of individual and team sports and participation in interscholastic competition.

Upper School physical education stresses team sports and participation. Every student is allowed to play on a team. Boys have the opportunity to play football, soccer, basketball, tennis and baseball in competition with other schools. Girls play field hockey, tennis, volleyball, basketball and softball in league competition.

*"Individual attention by patient, caring and dedicated teachers in developing fundamental academic skills is the emphasis at North Shore." . . . a Lower School parent*

# PHILOSOPHY AND OBJECTIVES

## The School

The North Shore Country Day School is an independent, co-educational college preparatory day school for students in junior kindergarten through grade 12 who are admitted on the basis of intellectual promise. The School offers rigorous academic preparation in pursuit of educational excellence. The School is committed to both the academic and personal development of its students through interaction between fine teachers and small groups of students. There is ample opportunity for individual attention in an intimate and congenial environment.

## Academic Goals

The School seeks to:

1. Develop intellectual curiosity, problem solving skills, effective communication, creative expression, self-discipline and the ability to organize, implement and evaluate.

2. Support inquiry, controversy and healthy skepticism, with thoughtful respect for others' beliefs.

3. Cultivate intellectual, artistic and physical skills, both inside and outside the classroom.

4. Provide broad experience in many academic disciplines, while offering opportunities to develop special competence in selected areas.

5. Foster self-confidence, initiative and self-sufficiency, as well as a realistic understanding of one's abilities and achievements.

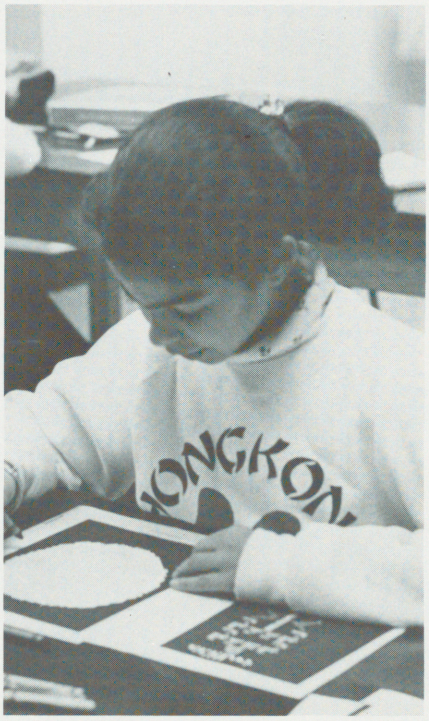
6. Develop a sense of satisfaction from intellectual pursuits.

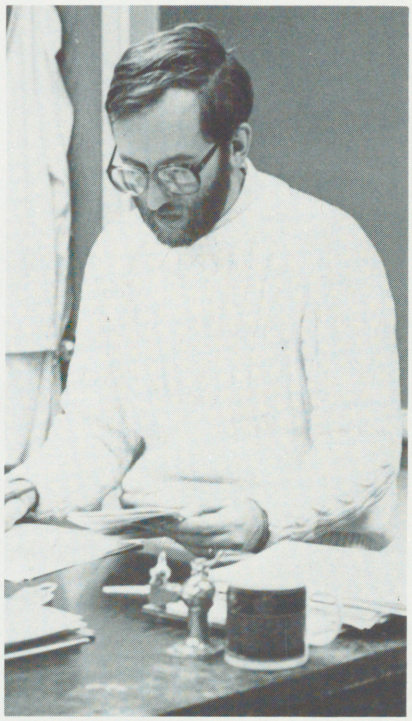
*"The contrast with the large public high school I came from was at first somewhat bewildering. Eventually I learned each of us was expected to be himself – that somehow this school had taught its students to encourage one another to express themselves and that each of us who attempted something could expect the support of his classmates." . . . a student*

## Social Goals

It is important for the School to provide opportunities for:

1. Interaction with an interesting and diversified student body and faculty.
2. Service to others within and outside the school community.
3. Addressing issues of social concern and life experience.
4. Developing friendships and sharing experience across a broad range of ages.
5. Cooperation with one another, understanding one's own feelings and those of others, accountability for one's actions, and development of a sense of responsibility within the community (home, school, local and world).
6. Participation in total group effort.



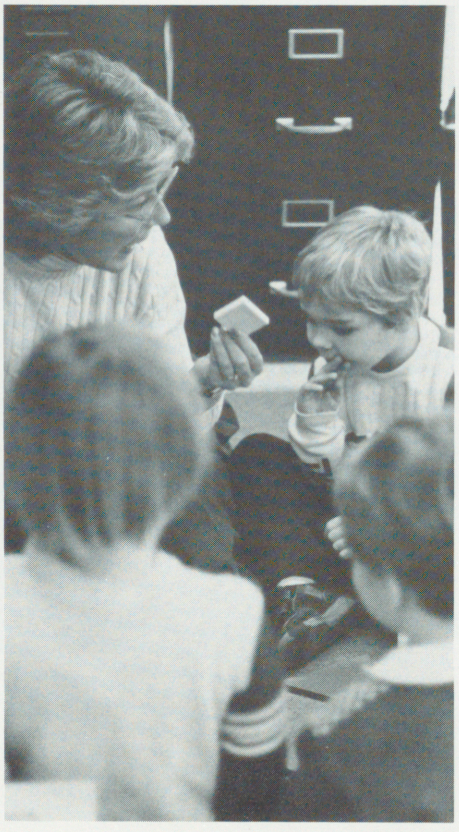
## Faculty

Faculty members are selected for competence in subject matter and for their sense of responsibility for the total education of the students committed to their charge. They are dedicated to helping students reach their fullest potential. In addition, teachers serve as models. The "good teacher" is distinguished by clarity, consistency, and integrity and by the ability to relate well to students and to other adults in the School community.

## Parents

Parents play an important role in this family school. A cooperative relationship between school and home is important to the development of the student. Lines of communication should remain open among parents, faculty and administration. Parents actively participate in school functions.

*Parents are involved here, not just because they care about their kids and the quality of their education, but because they enjoy being here." . . . a parent*



# THE LOWER SCHOOL

Kindergarten, Grades 1, 2, 3, 4, 5

**The Kindergarten** is a combined group of four and five-year-olds. Four-year-olds attend mornings; five-year-olds attend all day.

In a warm, open environment our young children play and learn together, to find their natural curiosity stimulated, learn to organize their activities and listen to a teacher and feel good about themselves while preparing for first grade. Creative play with a wealth of materials, story time and dramatizations, their own art room, regular music classes and gym time are special features of the Kindergarten.

**Grades 1 through 5** have a carefully developed program in reading, language arts, arithmetic, social studies, science, computer, foreign language, music, art, and physical education. In a supportive environment our young boys and girls gain a sense of well-being and of belonging to a larger social and cultural community . . .the whole school.

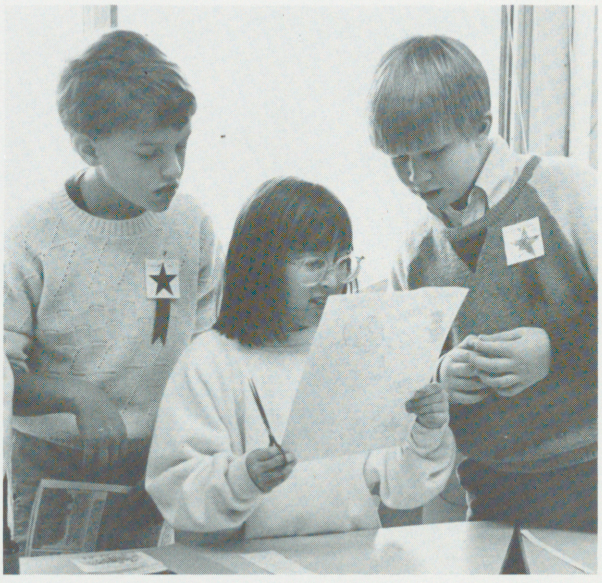
These early years are spent mastering basic academic skills with instruction individualized to the student's needs. in addition to the classroom teacher, the faculty includes specialists in reading, science, art, music and physical education.

The Lower School holds its own special assemblies on Friday afternoons. Here, the boys and girls share their talents with music, plays and skits and enjoy programs sponsored by the School.

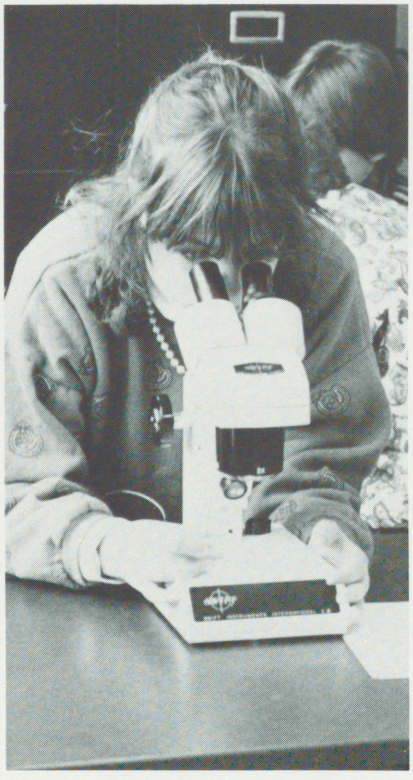
Throughout the school year, each classroom teacher involves the students in several field trips which are integrated with their course of study.

Student progress is shared with parents through written reports and conferences. Communication between parents and teachers is frequent and easily available.

*"I believe that our principal job in a school here is to increase awareness of our own world and of the world around us." . . . a teacher*



*"North Shore is more than a school. It's a place where you get to know yourself as well as others. It's a place where students know teachers and teachers know students. It's a place where self-confidence builds with the chance to try things you never knew you could do. Competition is not important. No one tries to outdo the other. Everyone works for self-satisfaction. It's a place where you're really someone, not just another face in the crowd." . . . a student*



# THE MIDDLE SCHOOL

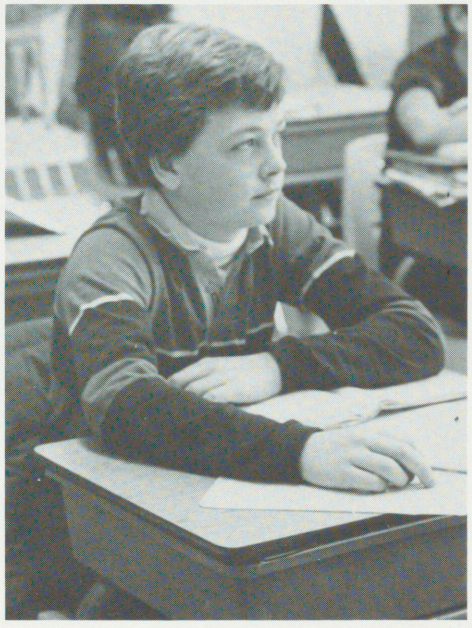
Grades 6, 7, 8

The Middle School represents the years of rapid growth and development, varied and ever changing interests, intense involvement and the desire to try new things. In all pursuits, children are helped to develop an organized and disciplined approach to tasks, to act on their own initiative and to develop independence.

Classes of core curricula at 6th grade ease the transition from the classroom of the Lower School to the departmentalized instruction at 7th and 8th grades. From the day's beginning in the homeroom, through classes in English, mathematics, social studies, science and, for 7th and 8th grades, French or Latin, the students enjoy small classes with high academic standards. The curriculum includes courses in art, music, drama, shop, computer and writing lab, as well as physical education. Team sports with other schools, social activities, theatrical productions and frequent field trips enrich the daily schedule.

A Music Major for musically talented Middle School students is a unique feature of North Shore. Beginning in 6th grade students enrolling in the Music major program can pursue an intensive musical study of either voice or instrument through our own faculty and teachers at the Music Center of the North Shore on our campus, while fulfilling the academic requirements at North Shore. Scheduling, when possible, is completed within the school day. The Music Major program continues into the Upper School, where the course of study qualifies graduates to enter college schools of music and conservatories. A separate brochure details this program.

*"These Middle School years are the most turbulent times for our growing children, and I've found that North Shore provides the special guidance they need – while giving students a solid academic program." . . . a parent*



*"NSCDS is a happy place. People enjoy themselves here, which I think makes them better motivated to work harder. The atmosphere at North Shore is casual and it makes one feel at home. At the same time, the academics are rigorous, but within such an atmosphere I'm more willing to work for my own pleasure. I don't feel pushed into it." . . . a student*

# THE UPPER SCHOOL

Grades 9, 10, 11, 12

The college preparatory program prepares our students for the most exacting liberal arts and technical colleges and universities in the country. A strong curriculum offers the major disciplines of English, foreign language, mathematics, social studies, science, music, drama, art and a tutorial independent study program for students wanting to pursue a study beyond the level provided in catalogue courses. Advanced placement courses are also offered in most major subject areas. Opportunities to obtain computer literacy are an integral part of the curriculum.

A special feature at North Shore is its Music Major curriculum for the serious musician. Sponsored jointly by North Shore and the Music Center of the North Shore on our campus, the program offers intensive musical training together with the required academic disciplines, qualifying its graduates for college schools of music and conservatories.

College counseling at North Shore is illustrative of the close personal attention each student receives. The college counselors work with each student and the parents, and many college representatives visit the campus in the fall to meet with interested students.

Interim Week, for 8th graders and Upper School students, offers many exciting subjects for an in-depth learning experience beyond the classroom. In pursuits suggested by both students and teachers, an intensive week of involvement strengthens current interests and introduces new directions for our students.

Enriching components of our student community are our students from abroad. Through membership in the English-Speaking Union, A.S.S.I.S.T. (International Student Education) and the Experiment in International Living, North Shore hosts several upper school students from other countries. Additional diversity in our student body is developed through the school's membership in A Better Chance, a national organization which identifies qualified students from minority sectors.

*"Almost as parents, teachers take great personal pride in student success. I remember my French teacher who was so ecstatic when one of her students got an 800 on his French Achievement Test that she was hardly able to run class that day." . . . an alumna*

*"Where I went to college I met people who were smarter, but no one better educated." . . . an alumnus*

# ADMISSIONS

The Admission Committee looks for candidates who are motivated and have the ability to succeed in a college preparatory school. Important factors in the selection process are: strong character, special interests that each applicant would bring to the School, and evidence of interest in participation in all school activities. Candidates are admitted without discrimination as to race, creed, sex, religion or national origin, on the basis of current school records, performance on standardized tests, recommendations from current teachers and a school visit, which includes a personal interview.

The North Shore Country Day School has no program to accommodate those students with severe learning disabilities or social problems.

The School accepts the greatest number of students in K, 1st, 6th, 7th, and 9th grades where there are increases in the number of sections. Most applications are received during the fall and winter months preceding the year of entry, but applications are accepted throughout the year, and admissions are made when space is available. All applications will be acted upon beginning in January, within two weeks of completion of the applications process.

All admissions are competitive and there is no prioritized waiting list. When there is an opening, a candidate is chosen who is most suited to the program in order to produce the best possible balance for the group as a whole in the judgement of the Admissions Committee.

# Curriculum Directory 1985-1986


**17** Lower School Curriculum (Grades K-5)

**19** Middle School Curriculum (Grades 6-8)

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The North Shore Country Day School reserves the right to cancel or modify the courses of study listed in this catalog should circumstances require adjustment.

# LOWER SCHOOL CURRICULUM

The Lower School at North Shore Country Day is a special place where children from junior kindergarten through fifth grade receive the caring attention necessary for their academic and personal growth. In the Lower School students will enjoy a wide variety of learning and sharing experiences. Time will be spent working on Apple Computers . . . winning a ribbon on Field Day . . . observing the territorial patterns in a colony of crayfish . . . seeing a story published in the Lower School magazine . . . improvising on the Orff instruments . . . performing a skit before the entire School . . . visiting a farm . . . interpreting a story through dance.

Committed to the development of the whole child, the Lower School is a warm, supportive environment with small classes. Children develop a solid academic foundation in the basic skills: reading, language arts, and mathematics. Many opportunities exist for individual expression and creation within the School's curriculum. Special classes in art, computer, music, reading, science, and physical education round out a schedule designed to stimulate, invigorate, and exercise all aspects of a growing child's personality.

## KINDERGARTEN

Kindergarten is sitting on a senior's lap at Morning Exercise . . . playing on the jungle gym . . . drawing a picture and telling a story about it . . . dancing and running . . . having fun.

The Kindergarten Program at North Shore is two programs in a single setting, a half-day program for junior kindergarten children and a full-day program for senior kindergarten children. Both programs are guided by one basic objective: to assist the children in developing strong positive feelings about themselves as individuals and as members of a group. Other skills develop naturally because they satisfy real needs.

One of the goals in teaching our children is to allow for individual differences. In an atmosphere of caring, where children are encouraged to be curious and creative, we challenge our students while simultaneously supporting their individual needs in meeting that challenge. We are concerned with the total child — the physical, social, emotional and intellectual components — and know one cannot be emphasized over the others without upsetting an intricate balance.

Kindergartners participate in all school programs. They are truly an important part of the North Shore family.

## FIRST GRADE

First grade is building a Viking ship . . . exploring the seven seas with Captain Cook, Admiral Peary, and Jacques Cousteau . . . creating a village. . . drawing with Logo . . . publishing a book . . . singing in French.

North Shore first graders make their reading, writing, math and computer lessons come alive in their social studies activities. Students read and learn math in small groups, but the large group forms the community in which all the activities flourish.

Reading is taught in small groups according to the way the child learns best: phonics, consonant-context, sight, storyline, or a combination of methods. Writing is a part of each day as the child learns to express himself in words and print.

Math concepts move from the concrete to the less concrete until they become an easily understood way of computation. Math is fun and there is a great feeling of accomplishment.

Music and art, science and computer are important facets of the program. Batteries light up the dash-board of the taxi, the computer registers the doctor's patients in the hospital, collages of colorful vacation spots decorate the travel agency . . . all are made by the first graders using their new reading, math, and science skills.

## SECOND GRADE

Second grade is writing books . . . working with Base Ten blocks . . . learning cursive . . . churning butter . . . reading poems . . . having activity time . . . being special person of the week.

The second grade at North Shore offers children opportunities for creative work. Many areas of the homeroom curriculum are coordinated with classes in art, music, and science.

The language arts program includes a reading series which stresses phonics and comprehension skills. In addition, children listen to and read good literature. Group discussion, storytelling, and informal dramatization encourage children to write poems and stories. Children also make books, write in journals, and are involved in researching and writing a report on a favorite topic.

Through the learning of mathematical strategies students reinforce and accelerate their computational skills in addition, subtraction, and multiplication. Concrete experiences help children discover new concepts in areas such as fractions, geometry, and place value.

In social studies children experience early Colonial life through activities such as carding wool and making candles. Our focus on early life in Chicago is enriched by field trips to museums, historical sites, and other points of interest.

## THIRD GRADE

Third grade is kite making . . . traveling west with Daniel Boone and the pioneers . . . slave diaries . . . math magic . . . ghost stories . . . astronomy . . . captain's logs.

Third grade is the transition year between the lower and upper elementary grades. Homework is a regular feature of school, and work in all the academic areas intensifies. The social and emotional growth of each child still comprises an integral part of the curriculum. Wide opportunities exist for self-expression and group participation.

The reading program in third grade combines individual and large group work. Extensive outside reading and formal book reports help develop each child's critical reading skills.

Math instruction stresses concrete application of the basic mathematical operations. Students practice grammar, punctuation, and spelling skills in regular creative writing and composition assignments.

The social studies curriculum covers the development of America and is skill-oriented with a concentration on geography.

## FOURTH GRADE

Fourth grade is special person of the week . . . assignment notebooks . . . SSR . . . weekly spelling tests . . . monthly book reports . . . time tests in math . . . daily homework . . . field trips.

Students begin each day with a journal entry. Language Arts activities fill the morning hours. Whether reading in a text or a paperback book, studying a weekly spelling lesson based on spelling rules or writing original pieces enhanced by the study of grammar, capitalization and punctuation, students become more proficient in the mastery of written and spoken English.

In mathematics, students master all the basic number facts in order to expand their skills in multiplication and division. Fourth graders study fractions, decimals, ratios, geometry and more. Small group instruction makes it easier to monitor each student's strengths and weaknesses.

Social studies delves into the study of cultures. By becoming familiar with the concepts involved in the study of time and space, students are readied for an in-depth study of Sumerian cultur which, in turn, prepares them for the study of both ancient and modern cultures. Text, films, demonstrations, trips to museums and hands-on projects help to make the study of cultures more relevant.

## FIFTH GRADE

Fifth Grade means PRIDE . . . announcing the Lower School assemblies . . . writing autobiographies . . . Hunkleberry Brown . . . the poem of the week . . . stories of history from antiquity to eternity . . . "Oh, Boy! Babies!"

During this last year in the Lower School, fifth graders assimilate previously learned skills and add new ones needed for the successful transition to the Middle School. In independent work and group activities, major emphasis is placed on reading and writing skills.

Students work as a group in reading, mastering new vocabulary, reading silently and orally, and answering written and oral comprehension questions.

Students also read independently from a wide range of material, using their readings as a focus for much of their writing. They write frequently, both analytically and creatively.

Both language arts and social studies follow themes that emphasize global awareness. Grammar, punctuation and spelling lessons are taught to provide the necessary tools for better self-expression. Public speaking and dramatic skills are also included.

## ALL LOWER SCHOOL GRADES

### Gym

Physical education plays an integral part in the total curriculum at North Shore. A concern for physical fitness, basic skill development, health, and sportsmanship underlies the program. Physical education classes enhance the development of a child's creativity, confidence and self-concept. Children in grades K-5 have gym three to five times a week. A special developmental gym program for children in grades K-2 reinforces perceptual-motor development.

### Music

The Orff-Schulwerk philosophy that children learn by experience guides the music program at North Shore. Every Lower School student learns to compose, listen, perform, move, create and use musical concepts appropriate to his level. The music program develops every child's musical skills and encourages the child's enjoyment and understanding of music. While singing is an important part of this program, it is only one facet of the total musical experience. Opportunities for instrumental instruction are available through the Music Center of the North Shore.

### Art

Art in the Lower School focuses on each child's creative ability and basic skill development in drawing, painting, printmaking, sculpture and fiber. Students experience a variety of materials through age-appropriate individual and group projects. Rotating displays of artwork from all grade levels brighten the School. The program emphasizes the development of skills and creative problem solving.

### Science

Elementary Science Study (ESS) units comprise the major portion of the Lower School science curriculum. The program teaches basic scientific skills and concepts. Hands-on work helps students become careful and accurate observers and recorders, and creative and accurate experimenters with an awareness of natural environment. In addition, a text published by Modern Curriculum Press in 1981 is used for fourth and fifth grades. This program covers the biological, earth, space and physical sciences.

### Reading

A fulltime reading specialist works with all classes, K-5. Developmental reading and/or spelling programs are taught to small groups of children who best profit from this approach.

### French

Introductory French in the Lower School takes advantage of young children's enthusiasm, lack of inhibitions, and ability to mimic. Basic language structure and vocabulary are presented through games, songs, drama, and dialogues with a variety of visual aids. Grammar and culture are taught in a functional context. Aural comprehension and oral expression are developed through active listening and repetition. Offered in grades K-3.

## OUTSIDE THE CLASSROOM

All students participate in a wide variety of programs in addition to regular classroom activities.

### Computer Instruction

Senior kindergarteners through fifth graders show skill in their use of the computers at North Shore.

Fifth graders type out their stories on the Apple Writer and print the final version. Fourth graders create designs of flowers, ships, and snowflakes in Logo, and print a hard copy for the bulletin board. Second and third graders work toward refining procedure steps and gaining the "Red Level Logo" card. First graders make arcs and circles, squares and triangles. The kindergartners, with especially written one-key Logo, graph jelly beans or pegs or any item necessary to make their math come alive on the Apple.

In the Lower School, parent tutors work with groups of students in the computer lab, and students use the computer in classrooms for enrichment or drill.

The Computer Club meets after school. Here students work on projects in color graphics. The club produced four national winners in Creative Creations magazine last academic year.

Every student receives instruction in computer literacy, learning how to use and operate the computer in the proper fashion. Younger children receive special instruction in beginning programming through workshops and class activities. Older children write and work their own programs in the Lower School Computer Club.

### Lower School Assembly

An assembly program ends every week when students share classroom activities with their schoolmates. Musical presentations, magic shows, oral interpretations, dances and skits all occur in a setting that brings the lower school students together. The lower school also joins the whole school usually twice a week for Morning Exercise, a program of school activities and projects as well as of outside speakers and presentations.

# MIDDLE SCHOOL CURRICULUM

Middle schoolers are awash in the tides of physical and emotional change. As they move from childhood to adulthood, their patterns of growth are varied, their individual differences vast, their moods mercurial, and their energies endless. They have a universal need for a school environment that anchors them, offering stability while allowing for their fluidity. At North Shore we challenge their intellectual capacity while supporting their personal needs.

Within the concept of a family school, the middle school has a place and pattern of its own. A small faculty creates a unified tone with consistent expectations of behavior, one that promotes a sense of social responsibility. We emphasize cooperation rather than competition. Middle school activities develop a sense of unity; special field trips nourish class spirit while enriching the curriculum; Student Forum activities reinforce responsiveness to others as well as a spirit of service to the wider community.

Middle school teachers encourage learning for its own sake. We actively involve students in the process, responding to their individual needs as much as possible in small classes. We work to reinforce basic skills while sharing an open and enthusiastic joy for academic discovery. We care about the process of learning as well as the results.

Middle schoolers are very honest in their struggle for confidence in themselves. We try to help them accept their diverse strengths and weaknesses and clarify their values. Student-initiated activities encourage their increased self-discipline and decision-making. We make strong demands on our students academically, but not without the sharing of cares and concerns or the exhilarating joy of discovery, and certainly not without a sense of humor.

## Grade Heads and Homerooms

Each grade is headed by a master teacher whose job it is to plan the use of homeroom time and coordinate course-related and extra-curricular activities. The grade head also keeps in close touch with the students in his/her grade and serves as liaison between parents and school. In addition to informal contact with parents, grade heads meet with parents in scheduled conferences and provide written reports on each student three times a year.

Homerooms meet for five minutes at the beginning and end of each day and one or two half-hour periods a week. These periods are times for group projects, discussions, Student Forum reports, additional academic programs, and cross-grade activities.

## Student Forum

Two elected representatives from each homeroom make up the Student Forum which meets weekly to discuss and organize service projects, middle school activities, other projects and ideas that concern the whole middle school. In the past, Forum has sold snacks to raise money for cancer research at Children's Memorial Hospital and for the Anti-Cruelty Society; they have also sold gifts made by Third World craftsmen.

## Physical Education

All students participate in a P.E. program designed to fulfill psychomotor, cognitive, and affective objectives, including basic motor skills; greater degrees of fitness; understanding of human movement, rules, and team strategies; good sportsmanship; capacity to adjust to others; and strengthened self-confidence and trust in others. In the fall boys are required to play interscholastic football or soccer; girls are required to play interscholastic field hockey or volleyball. Winter and spring activities are interscholastic basketball, interscholastic baseball for boys, interscholastic softball for girls, and other physical education activities, including dance, bowling, and ice skating.

## Mini Courses

Throughout the year students choose from a variety of mini courses, such as photography, yearbook, studio workshop, outdoor education, chess, school newspaper, cooking, Latin Club, French Club, and advanced computer. All seventh and eighth graders take a course in sex education.

## Computers

All middle schoolers are required to take a computer literacy course which includes simple programming in the Basic language as well as background information on the history and application of computers. They advance their word processing skills, have opportunities to write their own programs during mini-course time, and use computers in conjunction with a number of their academic courses.

## Fine and Performing Arts

The Arts are an integral part of the middle school program, and students take an arts course every day, either in Art, Drama, Music, Shop, or Writing Place, rotating each term.

**Art:** A variety of media is explored with a focus on drawing and design. Students learn the basic elements of art through two and three dimensional projects. Individual needs and personal expression determine which projects offered are tackled by each student. Art appreciation and awareness of the world of art are fostered.

**Drama:** A creative dramatics approach is used to increase students' awareness of themselves in relation to space, audience, and each other. The course includes working in movement, rhythm, pantomime, dramatic play and improvisation, and gradually moves the students toward structured drama with performance before an audience.

**Music:** Students practice for participation in school choral programs and in the spring, seventh and eighth grades prepare a musical show. They have opportunities for small instrumental ensemble groups as well as studying music theory and history.

**Shop:** Students are given an introduction to the concepts involved in reading and creating drawings for use in the shop environment. An overview of the processes and techniques involved in the production of goods is presented along with the development of basic tool skills. As the students advance, more emphasis is placed on power tool skills with an end product in mind. Joinery techniques used in basic carpentry and cabinet-making are presented, and production techniques for the small shop are explored.

**Writing Place:** The eighth grade Writing Place program offers extra instruction and practice in writing. As they compose a variety of essays, poems and stories, students work on strategies for making writing a manageable task. They are encouraged to follow each step of the writing process: gathering and organizing material, drafting, revising and editing. Students share their compositions with others in the class and also through our Writing Place publications.

## SIXTH GRADE
## English/Social Studies: Western Culture

Sixth Grade English is taught in conjunction with social studies. The literature is related to the social studies curriculum and includes written assignments based on both the literature and the particular culture and age being studied. The social studies curriculum includes the emergence of Europe into the Modern Age with emphasis on the Age of Faith, improved technology, the acceleration of change, the Age of Exploration, the Renaissance, the Reformation, Nationalism, and the different types and causes of revolution. Novels, short stories, and poetry about the age are chosen for study, and the resulting expository and creative writing, as well as research papers, integrates the two disciplines. To aid the students in their writing, grammar, spelling, reading, and vocabulary are emphasized. Both Latin and French are introduced in connection with the study of the Middle Ages and the French Revolution.

### Mathematics

The program offers continuing growth in elementary mathematical concepts, abilities, and skills. The concepts involve number and operation; measurement (including the metric system); geometry; relation functions; graphs; probability and statistics; and application. Computation skills of a wide variety are reviewed or introduced, including fundamental operations with integers, fractions, decimals, and percent; estimation; manipulations with exponents, and solution of simple inequalities.

### Science

Three life science units are covered in a three day camping trip, projects, laboratories, discussions, and texts. During the first term, plant, animal, and protist kingdoms are surveyed. An indepth study of one phylum, Arthropoda, includes collecting insects. During the second term, the human body is studied. The year ends with a study of ecosystems, ecological change and energy.

### Study Skills

This course emphasizes the development of good study skills, such as taking notes, outlining, following directions, organizing time, and learning how to study for tests, as well as teaching how to use the study resources, such as the dictionary, encyclopedia, library and maps. Additionally, students are taught touch-typing on the computer keyboard and word-processing, using the Apple Writer program.

## SEVENTH GRADE
## English/Social Studies: American Studies

The American Studies course is designed to offer seventh graders the best of the individual disciplines of English and social studies, and also the benefits of combining those subjects. In English students work on such language arts skills as reading, note taking, outlining, drawing conclusions and improving vocabulary, and grammar; and in social studies they deal with important issues and events in American history. For the most part, our curriculum combines English and history by emphasizing literature, projects, activities, and writing assignments which draw from both disciplines. This approach encourages students to look at literary or historical questions in depth and from several different points of view.

### Mathematics

Seventh grade Math is a culmination of all arithmetic skills, including extensive work with word problems. Pre-algebra concepts are introduced and students work in solving equations and inequalities. In addition, students do computer related math with probability and statistics.

### Science

Science in the seventh grade focuses on the physics in the world around us. Light, heat, sound, electricity and radiation are investigated using laboratory exercises, readings, worksheets and invididual projects.

### Foreign Language

(choice of one)

**French:** Middle school French is a two-year program designed to develop the listening, speaking, reading and writing skills necessary to communicate effectively in a second language. Pronunciation and oral expression are stressed in the early stages. A magazine and a variety of other reading materials are introduced in the second year. The basic text and workbook are supplemented by cassettes featuring native speakers. Computer games help to reinforce grammar and vocabulary. French culture is presented through a wide variety of activities — games, songs, movies, etc. Students who successfully complete this course are eligible to take French 2 in Upper School.

**Latin:** Latin in the Middle School is a two-year program which is based on a carefully structured reading program. In the process of translation and analysis, English grammar skills and vocabulary are continually being developed. Computer games are used regularly for practicing grammatical constructions and for vocabulary reinforcement. Other activities include games, songs, skits and research projects, and an 8th grade Roman Banquet.

## EIGHTH GRADE
## English/Social Studies: Global Studies

The Global Studies course introduces students to the history, culture and problems of development in the Third World areas of India, Africa, and China. In social studies the continuing change and conflict in these countries require students to use a wide variety of source materials. They are expected to write analytical papers, undertake individual research assignments, and are encouraged to participate in classroom debate, sometimes presenting oral reports.

The skills of reading, writing, speaking and analyzing developed in social studies are expanded and reinforced by activities in the English class. Literature in the eighth grade features novels, plays and poetry concerned with peoples abroad. While much of the students' work in writing derives from the literature being studied, other kinds of writing are taught as well. Grammar, mechanics and vocabulary exercises supplement the reading and writing curriculum.

In addition to developing appropriate skills in both courses, eighth graders gain a better understanding of life in developing countries and a knowledge of their current difficulties.

### Mathematics

The eighth grade is split into two divisions. Pre-algebra is a full year course in preparation for freshman Algebra. Topics covered strengthen pre-algebraic concepts and introduce geometric topics and formulas necessary for

future courses. Algebra I is offered for those students who have mastered the necessary skills and have a mature approach to mathematical theory. It is the same course offered in the Upper School and prepares students for Geometry.

## Science

One trimester of the eighth grade science course deals with elementary principles of chemistry. Students develop a simple particle model of matter by observing the differences between chemical and physical properties, by looking at the nature of chemical reactions, and by discovering some of the rules which govern the ways in which chemicals combine.

A second trimester concerns health and life science. Laboratory, films, discussion, projects, and text work will build on topics such as health, life processes, and ecology which were initiated in sixth grade.

A third trimester focuses on the earth's weather machine. Using experimentation, lectures, personal observations, and projects, students delve into the workings of air masses, storms, air pollution, and water cycle, as well as weather prediction and climate.

## Foreign Language

(see 7th Grade)

## Interim Week

One week in the fall is set aside from scheduled classroom academic work for eighth through twelfth graders to participate in an in-depth experience of solid educational value outside the traditional classroom environment and time period. Interim Week provides an unusual learing situation where students explore new topics and expand horizons in a planned setting. Students select projects ranging from Photography, French Immersion, Chicago Ethnic Neighborhoods, Architecture, Theater and Dance, to trips to a variety of places such as the London Theater, the U.S.S.R., or an antebellum view of Mississippi. Students may choose to observe the judicial system in action or design their own internships wth faculty sponsors. Several projects emphasize social awareness or community concerns such as the study of religions throughout the metropolitan community or the School's program on alcohol awareness and rehabilitation. Interim Week projects must be planned so that by the end of their upper school careers, students have had at least two experiences in the category of "Social Awareness." In the weeks and months following Interim Week, students share their experiences with the entire school.

# UPPER SCHOOL CURRICULUM

## Diploma Requirements

The diploma of The North Shore Country Day School is granted by the faculty and Headmaster to a student who has completed a four-year program of studies including all courses and activities specifically required by the faculty. In awarding the diploma, the faculty approves a student's work to date and recommends him for further study at an institution of higher learning.

## Planning Your High School Curriculum

The usual four-year program for a high school student includes four or five academic courses yearly, some study of the arts, work in one or more activities, and daily athletics. Individual four-year course plans vary according to the strengths and interests of the individual students. For college preparation, we recommend four years of English, three or four years of mathematics, four years of a foreign language, two courses in history or social studies, and two laboratory sciences. A student who has followed such a course of study usually has the best range of college options.

## Required Courses and Activities

1. Academic credit amounting to 102 units earned in high school (Grades 9-12). A full-year course is awarded 6 units of credit (102 units is therefore equivalent to 17 full-year courses). Certain designated non-classroom activities can be awarded as many as 3 units of credit per year, and a maximum of 12 such units may be applied toward a diploma (e.g., stage crew, assisting in Lower and Middle Schools).

2. Participation in activities such as Morning Exercise, Homerooms, Typing, and others as required by the faculty and headmaster.

3. (Ninth and Tenth Grade Entrants Only) Six units (one course) in Music, Drama, or Art during their tenure in the high school.

4. A minimum of 12 units (2 courses) in each of four of the School's major disciplines: English, mathematics, social studies, science, foreign language. (Please refer to paragraph above on Planning Your High School Curriculum.)

5. In the final year, a student must enroll in at least four courses (or take an equivalent work load) each trimester and successfully complete 24 units.

6. ATHLETICS: All ninth and tenth grade boys and girls are required to play a fall team sport. Physical education classes are optional for students participating in after-school sports.

7. CHORUS: All students are required to take Chorus for all four high school years.

8. SOCIAL SERVICE: In accordance with the North Shore motto, "Live and Serve," students are strongly encouraged to participate in social service are kept informed about opportunities both on campus and in the community. All upper school students are asked to volunteer for at least one significant social service experience off-campus during the year.

9. HEALTH: It is strongly suggested that each student take four (4) modules of Health during their upper school career.

## Early Graduation Requirements

A student wishing to graduate after fewer than four years must, in addition to fulfulling the above requirements, **submit a petition to the faculty by April 15 of the sophomore year for permission to do so.** The faculty will make its decision based upon its assessment not only of the student's academic achievement **and pursuit of the advanced curriculum opportunities offered at the School,** but also his maturity, independence, stability, degree of social and intellectual sophistication, and his readiness to place himself in the company and competition of those who have completed their high school careers after four-year programs. **Those students who petition for early graduation will be required to prove competency in English by a special examination designed to measure that competency.**

## Independent Study

Independent Study is defined as a study pursued by an individual student under the guidance of a member of the School faculty in order to:

1. Pursue a subject or area not formally offered at the School.
2. Pursue a subject in greater depth than is possible in a course offered in the regular curriculum.
3. Combine studies from more than one standard discipline.

Any student may petition for Independent Study; juniors and seniors are urged to take advantage of this opportunity. Students wishing to undertake an Independent Study course equivalent to a full classroom course should present their plans to the upper school Department Heads' Committee by mid-May. Fall term Independent Study petitions should also be submitted by that same date. Deadlines for winter and spring Independent Study petitions will be announced during the school year.

## Course Descriptions

*Each course description lists first the title of the course. The grade level of the students to whom the course is offered follows immediately and is in parentheses. Some courses will be offered for only one trimester–either fall, winter, or spring. If so, an indication is made with the course description. Where these descriptions do not appear, it may be assumed that the course will meet on a regular basis for the entire year.*

# ENGLISH

## Freshman English (9)

The freshman English program focuses on the great themes and questions of the culture of the Western World. Greek and Roman myths and Old and New Testament form the major building blocks of the reading sequence. Students also read contemporary literature in light of these seminal works to develop a basic vocabulary of inquiry.

The writing instruction at this level stresses the organization of one's thoughts into clear, coherent paragraphs that explain relationships logically and dramatically. Again, as in the reading and discussion of literature, the emphasis in on fundamental structures of thought and expression. Students begin the year writing short themes of one paragraph and move, in the course of the year, to multi-paragraph themes. The vocabulary and grammar instruction is coordinated with the reading and writing activities.

## Sophomore English (10)

Equipped with the basic vocabulary of inquiry which is the focus of the ninth grade curriculum, tenth grade students will examine the language of experimentation and discovery. Works of literature which reinforce the establishment of identity and the development of a concept of self are the core of the tenth grade curriculum. The year begins with a study of the *Odyssey,* providing a link with the ninth grade reading of myth.

The writing program also reinforces the themes of experimentation and discovery through critical analysis, personal narrative and projects in fiction and poetry. In addition, oral presentation will emphasize the development of verbal and social self-confidence.

## Junior English (11)

Building on the tenth grade theme of personal experimentation and discovery, junior English explores the relationship between the individual and society. Students study several classic American novels as well as poetry, short stories and plays (including Shakespeare's *Macbeth).* A subscription to a current news magazine helps students relate their reading to contemporary events and issues.

The writing program emphasizes expository writing. Occasional double period classes serve as writer's workshops where students receive individual help in visualizing, organizing, drafting, revising and editing their essays. Grammar and vocabulary are taught in conjunction with the writing and literature programs. Near the end of the school year, students paticipate in independent research projects.

## Senior English (12)

## *Option 1:* Advanced Placement English (12)

The examination of new realms of possibility within the invididual and society is the primary thematic focus of this course. The concept of global responsibility and citizenship evolves naturally out of an examination, in literature and contemporary media, of the capacity of the individual to call forth new designs for living in the world. This emphasis on new realms of possibility includes expanding and transforming the students's ability to read and write.

Students in this course take the Advanced Placement Examination in May. Throughout the year students are acquainted with the examination and its criteria of evaluation. During the spring term, students will complete a variety of in and out of class projects to ready them for the examination. Admission to the course is by recommendation of a faculty committee.

## *Option 2:* Senior English (12)

Having examined their roles in American society in the eleventh grade, twelfth grade students consider the realm of possibilities in the world as a whole. The course incorporates fiction, non-fiction and poetry, and presses the student to consider his or her role in and the roles of others in a global community which demands new modes of being and action. The study of literature is augmented by a periodic examination of a monthly news magazine as a vehicle for bridging the gap between literary symbol and current event.

The writing program explores these new realms as well, encouraging students to consider new perspectives through research and analysis, personal narrative and creative writing projects.

## Journalism

The objectives of this course are to produce written materials and to develop the skills necessary to publish a monthly student newspaper. Meeting two times per week, students increase their journalistic skills and are taught the fundamentals of photo-journalism. Simultaneously, the course raises the student's consciousness of global issues and journalistic styles through comparative analysis of press treatment of contemporary events. Major periodicals used include the *New York Times*, the *Chicago Tribune* and the *Christian Science Monitor*. Class size is limited to ten students with priority to upper classmen.

# FOREIGN LANGUAGE

## French 1 (9, 10, 11, 12)

An introduction to the French language and cultures, by the audio-lingual method, using a variety of materials (text, tapes, skits, images). The course covers the first half of the basic two-year sequence in fundamentals of grammar and vocabulary. Facility in beginning listening and speaking is a primary goal, along with the skills of reading and writing based on models. At least one trip to French cinema. No prerequisite.

## French 2 (9, 10, 11, 12)

A continuation of the first year course; we consider French 1 and 2 to be the laying of the foundations in all four skill areas (listening, speaking, reading, and writing). Further introduction to French cultures. At least one trip to French cinema. Prerequisite: French 1 and department permission.

## French 3 (10, 11, 12)

At this level, development in the four skills; listening, speaking, reading, writing continues with a variety of materials, and concludes with the classic novella **Le Petit Prince** by St. Exupery. At least one trip to French cinema, as well as (possible) encounters with native speakers such as exchange students, etc. Prerequisite: French 2 and department permission.

## French 4 (11, 12)

A selection of French works (poetry, novels, the opera **Carmen** and some impressionist art) are studied, along with a further development of grammar skills. Students will keep a journal in French, write all papers in French, and conduct all discussions in French. Visit to French cinema and meetings with French speakers. Prerequisite: French 3 and department permission.

## French 5 (12)

Great works of French literature as well as French news articles are read, discussed, and analyzed in writing. Authors may include Ionesco, Diop, Laye, Weisel, Moliere and a selection of poets. Continued refinement of all four skills (reading, listening, speaking, writing), and continued work in a grammar text. All class discussions and papers in French. Trip(s) to French cinema and meetings with native speakers. Prerequisite: French 4 and department permission.

## French 5 (12) - AP Variant

Students fulfill regular French 5 requirements and are assigned additional weekly independent projects. Preparation for the AP French Language Examination is a goal. Because the course in Journalism includes work with the foreign press, special crossover work combining these two courses may be arranged with faculty permission. Prerequisite: French 4 and department permission.

## Spanish 1 (9, 10, 11)

An introduction to the Spanish language and Hispanic cultures using a variety of materials. The course covers fundamental grammar and vocabulary, which is continued in the second year. Facility in beginning speaking is a primary aim, along with the skills of listening comprehension, reading, and writing based on models. At least one visit to Hispanic cinema. No Prerequisite.

## Spanish 2 (9, 10, 11, 12)

A continuation of the first year course; we consider Spanish 1 and 2 to be the laying of the foundations in all four skill areas (listening, speaking, reading, and writing). Further work in the study of Hispanic cultures. At least one visit to Hispanic cinema. Prerequisite: Spanish 1 and department permission.

## Spanish 3 (10, 11, 12)

Expansion of reading, writing, speaking, and listening comprehension skills. Emphasis on grammar refinement and vocabulary building. Begin thorough study and discussion of Spanish literature. Papers and composition in Spanish. At least one trip to Hispanic cinema. Prerequisite: Spanish 2 and department permission.

## Spanish 4 (11, 12)

Continued development of skills from Spanish 3. Emphasis on the study of Spanish literature. All class discussions and papers in Spanish. Prerequisite: Spanish 3 and department permission.

## Spanish 5 (12)

This is a literature course. Prerequisite: Spanish 4 and department permission.

## Latin 1 (9, 10, 11, 12)

An introduction to Latin grammar and vocabulary, with emphasis on its influence on English. Simple reading material based on Roman culture and history.

## Latin 2 (9, 10, 11, 12)

Continuation of grammar and vocabulary with a survey of Latin literature planned according to the interests and abilities of the class. Prerequisite: Latin 1 and department permission.

## Latin 3 (10, 11, 12)

Selected readings from classical authors chosen to meet the needs and interests of class members. To be arranged on a tutorial basis. An extra fee will be charged. Prerequisite: Latin 2 and department pemission.

## Latin 4 (10, 11, 12)

Selected readings from classical authors chosen to meet the needs and interests of class members. To be arranged on a tutorial basis. An extra fee will be charged. Prerequisite: Latin 3 and department permission.

## Chinese Language and Culture (10, 11)

In conjunction with the New Trier Extension program, North Shore will offer this two year course during the 1985-86 and 1986-87 school years. It will consist of one evening meeting per week and occasional weekends, according to the wishes of the instructor and students. A total of 150 class hours will be accumulated over the two year period, and the course will be awarded one (1) credit. In addition, a trip to the People's Republic of China is planned for the summer of 1987 for which 1/3 credit will be awarded.

# MATHEMATICS

## Algebra 1 (9)

A first course in algebra. Topics include: real numbers, basic operations, the basic principles of the real numbers, proof of elementary theorems, solutions to equations and inequalities, simplification of algebraic expressions, and graphing.

## Geometry (9, 10)

This full year course introduces the basic concepts and definitions of plane geometry including points, lines, segments, arcs, angles and plane figures. Students do proofs involving congruent and similar figures and calculate areas, volumes and perimeters. Algebraic skills are strengthened by working with ratios, proportions and percents. Other possible topics include right triangle trigonometry and basic constructions. Prerequisite: Algebra 1

## Algebra 2 with Trigonometry (10, 11)

Topics include: integer, rational, real and complex number systems and their properties; linear, quadratic, trigonometric and logarithmic functions; systems of equations and inequalities; matrices; conic sections. Prerequisite: Algebra 1 and Geometry.

## Elementary Functions & Analytic Geometry (11, 12)

A full year course required for Calculus which utilizes both algebraic and geometric methods. Particular attention is given to the study of logic, set theory, induction, sequences, series and the binomial theorem; vector algebra; polynomial functions, algebraic functions, trigonometric functions and polar coordinates; exponential and logarithmic functions. Prerequisite: Algebra 2.

## Probability and Statistics (11, 12)

The first half of this year long course concentrates on elementary probability theory for finite sample spaces with appropriate statistical applications. In the second half, special emphasis is placed on statistical topics (mean, variance, prediction, correlation, hypothesis testing), and the student prepares a project which demonstrates the application of theory to real world situations (business, sciences, social sciences, etc.). Prerequisite: Algebra 2.

## Calculus 1 (12) Advanced Placement

This course prepares students to take the Calculus AB Advanced Placement examination. Topics include analytic geometry, limits, the derivative, integration, transcendental functions, and applications of the derivative and the integral. Prerequisite: a good grasp of Elementary Functions and Analytic Geometry.

## Calculus 2 (12) Advanced Placement

A continuation of the work in Calculus 1, completing a thorough study of elementary calculus (including the topics covered on the Calculus BC Advanced Placement examination). Topics include: methods of integration, hyperbolic functions, polar coordinates, vectors and parametric equations, linear algebra, infinite series and differential equations. Prerequisite: approval of the Mathematics Department.

## Computer Science (10, 11, 12)

Introductory course in both hardware (the development of the computer and its component parts) and software (programming). Hardware objectives center on the history and development of the computer, practical applications in modern society, and the specifics of North Shore's Apple IIe system. Software objectives include learning the fundamentals of the BASIC language, and the ability to write and execute programs. Applications to science and business will also be examined.

## Advanced Computer Science (10, 11, 12)

Projects may include work on the Apple IIe system, including topics in ADVANCED BASIC and PASCAL.

# SCIENCE

## Biology (9, 10, 11)

A chemical-physical approach to the field of biology based on evolutionary concepts.

## Chemistry (10, 11, 12)

A thorough, traditional study of chemical concepts at the college preparatory level, complete with the mathematics of chemical problem solving. Prerequisite: Algebra 1.

## Physics (11, 12)

A theoretical and mathematical study of traditional topics in classical and modern physics including selected laboratory experiments in the areas of: force and motion, velocity and acceleration, work and energy, heat and elementary thermodynamics, light and optics, electricity and magnetism, wave motion, and atomic physics. Prerequisite: Algebra 2 with Trigonometry.

## Science Trimester Courses

**First Term: Environmental Science**

Chicago and the NSCDS campus are part of a special ecological environment. During the first term, students will analyze and study this environment and their own place in it. On and off-campus field trips and student developed projects will be the focus for much of the term.

**Second Term: Geology**

Rocks, minerals and the forces that shape the surface of the Earth will be studied using samples, films and student projects.

**Third Term: Energy Systems**

The many fuel sources used in our society will be the focus of class discussion and projects. Energy conservation and alternate energy systems will be looked at with an eye to the future.

# SOCIAL STUDIES

## Anthropology (9)

This course examines the ways in which various groups of people adapt to their environment as expressed through their patterns of life—what we call culture. During the first term we look at the past, focusing particularly on the discovery of Lucy, the 3 million year old hominid discovered in Ethiopia in the mid 1970's. In the second term we tie the past to the present by studying the archeology, geography, and history of the Middle East, the land of the Old Testament, in order to recognize how the historical

background and geographical setting has set the scene for contemporary problems. During the third term we look at the future, searching for clues in contemporary urban culture which point to patterns for future survival.

## European History (10)

Beginning with a brief study of Greece, Rome, and the Middle Ages, the course concentrates on the changes taking place in Modern European History after the fifteenth century: the Renaissance and Reformation; and social, economic and political changes—evolution of constitutional government and revolution. This course is required for those interested in candidacy for the United States History Advanced Placement course in eleventh grade.

## United States History (11)

A survey of American history from colonial settlements to the present day, with emphasis on the period since the Civil War.

## United States History (11) Advanced Placement

An in-depth study of the United States with emphasis on major issues. Admission to the course is by recommendation of a faculty committee. The course is designed to help prepare students for the Advanced Placement U.S. History examination, but students may take the course work without taking the external examination. Prerequisite: European History.

## Constitutional Law (12) (Fall)

A study of freedom of speech and press, as protected by the First Amendment. Actual cases and hypothetical problems are analyzed and discussed. Topics include political expression, advocacy of violation of law, obscenity and offensive speech, defamation and privacy, free press/fair trial, and symbolic speech. This is an advanced course and may be taken only with prior permission of the instructor; it is weighted the same as an advanced placement course.

## Constitutional Law (12) (Winter)

Further study of the Bill of Rights. Topics include freedom of religion, privacy, and racial and gender discrimination. Students may take either term of Constitutional Law, or both.

## Economics (12) (Spring)

A study of the basic concepts of economics: scarcity and choice, supply and demand, monopoly, GNP, fiscal policy, inflation, unemployment, income distribution, economic growth, international trade. Many guest speakers, representing most elements of business from local to international, are invited to lead discussions with the students on many pragmatic aspects of our economic lives. Prerequisite: U.S. History.

## Physiological Psychology (12) (Fall)

A study of the relationship between mind and body, focusing particularly on brain research, the nature of consciousness, the physiology of behavior, perception, learning, language and motivation.

## Developmental Psychology (12) (Winter)

A study of the life cycle of the human person as he moves from birth through childhood, adolescence, adulthood, old age, and death, by examining the theories of Erikson, Axline, Piaget, Kohlberg, and Kubler-Ross. An additional two lab periods a week are required (to be scheduled individually upon agreement between each student and the appropriate faculty member) which are spent in observation in the Lower School.

## Abnormal and Humanistic Psychology (12) (Spring)

A study of personality theories, psychopathology and treatment, human fulfillment and the search for meaning. The theories of Freud, Jung, Maslow, Rogers, and Frankl are examined.

# FINE AND PERFORMING ARTS

### *ART*

## Studio Art (9) (Winter)

Basic elements of art and principles of design explored through studio projects.

## Art 1 (10, 11, 12)

Drawing, design, color, basic painting, sculpture, and introductory printmaking. Daily outside assignments. Independent work during spring term.

## Photography (11, 12) (Fall)

Basic techniques including proper use of camera and light meter, basic film development, printing, and other darkroom techniques. Emphasis is placed equally on the aesthetics of photography, as well as the technique. Limited to 10 students.

## Sculpture (11, 12) (Winter)

Casting and building methods with a variety of materials. Outside work required. Prerequisite: Art 1 or equivalent experience. Limited to 12 students.

## Painting (11, 12) (Spring)

Advanced problems in painting. Outside work required. Prerequisite: Art 1 or equivalent experience. Limited to 12 students.

## Ceramics (11, 12) (Fall)

Handbuilding techniques are the primary focus of this course, along with basic throwing, glazing and firing procedures. Visits to galleries and the Lill Street Studios are important aspects of the class.

## Printmaking (11, 12) (Winter)

Exploration of several graphic techniques to include collograph, silk-screen, etching, woodcut and drypoint. Photographic techniques may be combined with etching or silkscreen. Outside work is required as well as an independent final project. Prerequisite: Art 1 or equivalent experience. Limited to 10 students.

### *DRAMA*

## Production 1 (9, 10, 11, 12) (Fall)

This course is a look at the entire field of the theatre from the production standpoint. Students will look at the historical development of production methods and techniques and work with those currently in use in order to understand better the inter-relationships of the many diverse areas and crafts that go into theatrical productions. Each area of the theatre is investigated from both the historical and practical point of view. Areas include: acting, directing, management (stage and financial), public relations, stagecraft, lighting, and scenic design. Some form of participation in the fall production is required.

## Production 2 (Fall)

Production 2 is a concentrated look at specific areas of theatrical production techniques, methods, and equipment. The term is divided into three sections: scenic construction and design considerations: lighting theory, methods and techniques; and sound reproduction for the theatre. Students are involved with individual and group projects within the course and are expected to become involved with the fall Drama Department production. Prerequisite: Production 1

## Improvisation (9, 10, 11, 12) (Winter)

Students are introduced to acting methods and techniques through modern improvisational theory. Basic skills are emphasized with later scripted work in mind. In-class exercises, both individual and group work are important aspects of the skill development training. Class meets twice weekly with Lynda Martha of Lynda Martha Dance Company. A unit in movement is taught by a member of the Lynda Martha Dance Company.

## Acting (9, 10, 11, 12) (Spring)

In this course, students are exposed to various styles and theories of acting, discuss script and character analysis, evaluative criticism, and stage movement. The performance of a variety of memorized scenes is an important aspect of the class. Prerequisite: Improvisation.

## Advanced Acting (10, 11, 12) (Winter)

Through advanced scene work students are expected to develop their individual acting styles, learn to evaluate their own and others' peformances, and work on in-depth character study. A unit of movement is taught by a member of the Lynda Martha Dancy Company. Prerequisite: Acting or equivalent

## Directing (11, 12) (Spring)

Fundamentals of play direction with student directed one-act plays for evening performance in Spring. Prerequisite: Acting, Advanced Acting and Production 1.

## Communication (9, 10, 11, 12) (Spring)

A study of the process of group dynamics and oral communication with practical emphasis on improving listening and speaking skills through role playing, public speaking and formal and informal group discussion techniques.

### *MUSIC*

## Introduction to Music (9) (Fall)

The focus of the ninth grade trimester music course is the offerings of the Chicago opera companies in their spring season. Selections will provide a basis for study culminating in the opportunity to see the productions. An extra fee will be charged for tickets to productions.

## Music 1 (10, 11, 12)

Designed primarily to provide the student with a general background. Emphasis on the kinds of music that have been left to us and what distinguishes them from each other on the basis of the ways in which melody, rhythm, harmony, etc. have been treated. Some time is devoted to the analysis of harmony and to dictation.

## Music 2 (11, 12)

A study of four-part writing in traditional harmony leading to elementary composition. Text: **Traditional Harmony** by Paul Hindemith.

## Masterpieces of Music

A survey of the best loved works of the major composers from the time of Bach and Handel to the present. The emphasis will be on understanding what it is about these pieces that has made them appealing to so many people over such a long period of time.

### *DANCE*

## Fundamental of Dance (9, 10, 11, 12) (Winter)

Students are introduced to a pre-established and specific series of preparatory or warm-up exercises. Further concentration is given to movement through the musical comedy and jazz idiom. Stylization of movement is emphasized while also providing a certain amount of historical perspective and information. Students have the option of participating in a final lecture-demonstration assembly. The objective of the course is to instill in the student an understanding and appreciation of the art from that can only come from personal, physical participation. The course is taught by members of the Lynda Martha Dance Company of Evanston. It meets on Tuesdays and Fridays from 2:00 p.m. to 3:30 p.m. for juniors and seniors, and from 2:40 p.m. to 3:45 p.m. for freshman and sophomores. Fee: $50.00. The course may be taken for Physical Education credit.

# PHYSICAL EDUCATION

Both boys and girls participate in the interscholastic sports programs of the Illinois High School Association and the Independent School League of Chicago. Students who are not participating in the interscholastic program are required to attend daily physical education classes. In the fall athletic season, all ninth and tenth graders are required to play in an interscholastic team sport.

**Boys' Interscholastic Sports**: football, soccer, basketball, baseball and tennis at the varsity, junior varsity or frosh-soph levels.

**Girls' Interscholastic Sports**: field hockey, volleyball, tennis, basketball and softball at the varsity, junior varsity or frosh-soph levels.

# CHORUS

All upper school students at The North Shore Country Day School are required to sing in the chorus. It is from the chorus that members of the more active and challenging music groups are selected. Chorus offers an opportunity to learn to enjoy choral singing as well as to become familiar with some of the great works of the choral literature. Chorus also provides the singers for the annual Gilbert and Sullivan production.

# HOMEROOMS AND ADVISORS

All students are members of a homeroom organized by classes. Homeroom meets at 8:22 daily and for one 40-minute period per week. Group projects and concerns, student government, and other topics are dealt with through the homeroom structure.

Every student is assigned a faculty advisor whose principal responsibilities include working with the students regarding their academic progress, choice of courses, personal concerns, etc. The advisor writes an evaluation at the end of each marking period and contacts parents by phone with an interim report at each mid-term date.

# ORCHESTRAL OPPORTUNITIES AND MUSIC MAJOR PROGRAM

## ORCHESTRAL OPPORTUNITIES

There are three orchestra opportunities available to North Shore Country Day School students in conjunction with the Music Center of the North Shore. *Country Day students who qualify will pay only one half of the fee.* At the time of registration, students should be sure that the Music Center registrar knows that they are enrolled at North Shore Country Day.

### North Shore Youth Orchestra

A fully-instrumented symphonic orchestra for sufficiently advanced high school age students from many North Shore communities and schools. Admission by audition only. Weekly two-hour rehearsals on Saturday mornings, three public concerts annually. Kalman Novak, Director of the Music Center and Carol Hall, teacher at the Music Center and at the VanderCook College of Music, co-conductors. Annual Membership: $58 ($29 for North Shore students).

### The North Shore String Ensemble

A string orchestra for students in grades 6-9 (exceptionally advanced younger players who sight-read well may apply) intended to introduce students to orchestral performing, rehearsing and reading techniques, playing standard string orchestra repertoire. Admission by audition only. Weekly 1½ hour rehearsals on Saturday mornings, two public concerts annually. Carol Hall, conductor. Annual Membership: $45 ($22.50 for North Shore students).

### Music Center Reading Orchestra

The Music Center Reading Orchestra is intended for young students (Lower School) who have mastered the fundamental techniques of a stringed instrument. It provides a first orchestral experience with emphasis on those basic skills required for orchestral players. Weekly 1 hour rehearsal, week-day in late afternoon. Semester Membership: $85 ($65 for students taking lessons at Music Center. $42.50 for North Shore students, $32.50 for North Shore students who also take lessons at the Music Center)

North Shore Country Day students taking individual lessons at the Music Center will receive a 10% discount. Students must notify the Music Center registrar at the time of registration.

## UPPER SCHOOL MUSIC MAJOR

The North Shore Country Day School, in collaboration with the Music Center of the North Shore, offers an enriched curriculum in music for all grades, kindergarten through twelfth grade. The basic choral and Orff instrument program taught by North Shore Country Day faculty is augmented by special instrumental instruction by the faculty of the Music Center.

This program allows students gifted in music an opportunity to combine a high school education of the finest quality with intensive training in music. Designed for the serious student in music, this college preparatory program offers special opportunities for instrumental and vocal study and musicianship, under a highly qualified faculty, leading to graduation from The North Shore Country Day School and Performance and Musicianship Certificates from the Music Center of the North Shore. Graduates from this program will be qualified to enter leading college schools of music and conservatories.

### Diploma Requirements

1. No less than three and no more than four NSCDS courses per year, not including music courses. During the four years, the student must complete thirteen credits, not including music courses. Credit may be granted for music courses taken elsewhere, upon demonstration of appropriate proficiency.
2. A total of four courses, including two years of musicianship and at least two of the following courses: Survey of Musical Styles, Introduction to Composition, Four-part Harmony and Species Counterpoint, Ensemble Class.
3. Four years of Chorus.
4. Four years of individual lessons (up to $500 included in tuition per year if student is studying at Music Center).
5. All students of strings and winds will be expected to play in the North Shore Youth Orchestra.
6. The after-school sports requirements may be waived.

# COLLEGE COUNSELING

The College Counseling process at The North Shore Country Day School provides individual counseling for each student and his/her family. It serves mainly as a resource, guidance and support facility. The office has a library of college catalogs and resource materials for student use including computer college search programs. The office has an "open door" policy. While total family involvement is welcomed and encouraged, emphasis is placed on the individual student's needs and responsibilities in the college search process.

**SOPHOMORE YEAR**

| | |
|---|---|
| *October (mid)* | Preliminary Scholastic Aptitude Test (PSAT). |

**JUNIOR YEAR**

| | |
|---|---|
| *October (mid)* | PSAT — required for all juniors. |
| *February* | Students and parents attend a group meeting at School to discuss College Counseling process. Students receive college planning guide and pre-interview questionnaire. |
| *Feb. - June* | Students (and parents) have interviews with Mrs. Cooper. |
| *March* | Spring Vacation — students who choose to do so may begin to visit colleges, preferably those colleges not on their spring break. |
| *June* | Students meet again in a group with Mrs. Cooper. |
| *May (1st Sat.)* | Students take SAT. |
| *June (1st Sat.)* | CEEB Achievement Tests. (English Composition-Multiple Choice). During the |
| *June (2nd Sat.)* | summer, students do college "research", narrowing down their college list; visit variety of colleges in August, if desirable; make admission office appointments for fall interviews. |

**SENIOR YEAR**

| | |
|---|---|
| *September* | Individual, informal update meetings with Mrs. Cooper to inform her of progress and to decide final college application list. Students send requests for college applications. |
| *October* | SAT (only) given again. |
| *NOVEMBER 1* | General deadline for most applications being submitted under the Early Decision Plan and the Early Action Plan (Ivy League). |
| *November (1st Sat.)* | SAT and ACH given again. Last date for all students being considered for National Merit Finalist Competition. |
| *November 15* | Deadline for the University of Illinois applications. |
| *November 27* | Thanksgiving Recess. Students should have narrowed down their lists and begun, if not completed, some of their applications. |
| *December (1st Sat.)* | SAT and ACH given again. (English Composition ACH includes a 20 minute written essay). |
| | Financial Aid Forms (FAF) available in the College Counseling Office. |
| *January 1* | First date financial aid forms (the FAF) should be filed. |
| *January 1 - March 15* | DEADLINE FOR FILING APPLICATIONS TO MOST COLLEGES FALL WITHIN THESE DATES. **CHECK EACH OF YOUR COLLEGE CHOICES FOR CORRECT DEADLINE.** |
| *March 15 - April 15* | Notification of decisions rendered will begin arriving from some colleges. |
| *April 15* | College common notification date. |
| *May 1* | Deadline for students to reply to colleges. |

# COLLEGE ENTRANCES, CLASSES OF 1982-1985

American University
Amherst College (2)
Bates College (2)
Beloit College
Bennington College
Boston University (2)
Brandeis University (2)
Brown University
Bryn Mawr College (2)
Carleton College
Colby Sawyer College
Colorado College
Columbia College (NY)
Connecticut College (2)
Cornell College (IA) (2)
Curry College
Denison University (3)
DePauw University (2)
Drake University (4)
Duke University (2)
Endicott College
Franklin and Marshall College
Gettysburg
Goucher College
Grinnell College
Hamilton College (2)
Harvard University (2)
Haverford College
Hobart/William Smith Colleges
Illinois State University
Kenyon College (2)
Knox College (2)
Lake Forest College (2)
Lawrence University (5)
Lindenwood College (2)
Loyola University (3)
Marquette University
Massachusetts Institute of Technology
Michigan State University
Middlebury College
Mount Holyoke College (2)
Northern Michigan University
Northwestern University
Oberlin College (2)
Pine Manor College
Purdue University
Rensselaer Polytechnic Institute (2)
Rhode Island School of Design
Rice University
Ripon College (2)
Rollins College (2)
St. Olaf College
Sarah Lawrence College (2)
Scripps College (3)
Skidmore College (2)
Smith College
Sophie Newcomb College/Tulane (3)
Southern Illinois University
Spelman College
Stanford University
Stetson College
The Citadel
Trinity College (CT)
Tufts University (6)
University of Arizona (2)
University of California/Santa Barbara
University of Colorado (2)
University of Denver (3)
University of Illinois
University of Massachusetts (Amherst)
University of Miami/Ohio (3)
University of Michigan
University of Richmond
University of Rochester
University of Southern California
University of Vermont
University of Wisconsin/Madison
Washington University (St. Louis) (3)
Wells College
Wheaton College (MA)
Whittier College
Yale University

# TUITION 1985-86

| Grade Level | Tuition | Grade Fee | Deposit | FULL PAYMENT PLAN Tuition & Grade Fee Due By Aug. 30th | TRIMESTER PLAN Tuition Due By June 30th | Tuition & Grade Fee Due By Sept. 30th | Tuition Due By Jan. 31st |
|---|---|---|---|---|---|---|---|
| Kindergarten - Half Day | $3,224.00 | $250.00 | $200.00 | $3,274.00 | $1,008.00 | $1,258.00 | $1,008.00 |
| Kindergarten - Full Day | 4,724.00 | 250.00 | 200.00 | 4,774.00 | 1,508.00 | 1,758.00 | 1,508.00 |
| First Grade | 4,724.00 | 250.00 | 200.00 | 4,774.00 | 1,508.00 | 1,758.00 | 1,508.00 |
| Second Grade | 4,724.00 | 250.00 | 200.00 | 4,774.00 | 1,508.00 | 1,758.00 | 1,508.00 |
| Third Grade | 4,826.00 | 250.00 | 200.00 | 4,876.00 | 1,542.00 | 1,792.00 | 1,542.00 |
| Fourth Grade | 5,024.00 | 250.00 | 200.00 | 5,074.00 | 1,608.00 | 1,858.00 | 1,608.00 |
| Fifth Grade | 5,228.00 | 250.00 | 200.00 | 5,278.00 | 1,676.00 | 1,926.00 | 1,676.00 |
| Sixth Grade | 5,324.00 | 250.00 | 200.00 | 5,374.00 | 1,708.00 | 1,958.00 | 1,708.00 |
| Seventh Grade | 5,528.00 | 250.00 | 200.00 | 5,578.00 | 1,776.00 | 2,026.00 | 1,776.00 |
| Eighth Grade | 5,624.00 | 250.00 | 200.00 | 5,674.00 | 1,808.00 | 2,058.00 | 1,808.00 |
| Ninth Grade | 5,828.00 | 250.00 | 200.00 | 5,878.00 | 1,876.00 | 2,126.00 | 1,876.00 |
| Tenth Grade | 5,828.00 | 250.00 | 200.00 | 5,878.00 | 1,876.00 | 2,126.00 | 1,876.00 |
| Eleventh Grade | 5,828.00 | 250.00 | 200.00 | 5,878.00 | 1,876.00 | 2,126.00 | 1,876.00 |
| Twelfth Grade | 5,828.00 | 250.00 | 200.00 | 5,878.00 | 1,876.00 | 2,126.00 | 1,876.00 |

**NOTE** — Class attendance will be denied unless the **first installment** is paid by September 1, 1985.

### Annual Tuition

A deposit of $200 accompanies this registration and will be credited toward the total annual tuition for the student's grade level. The balance of the annual tuition will be paid (a) in full by August 30, 1985, or (b) in three installments under the Trimester Plan described below (without finance charge, so long as payments are not overdue), or (c) in full by June 30, 1985 with proceeds of a loan through bank financing which can be repaid in up to 12 monthly installments. Arrangements for a bank loan can be made through the school Business Office.

### Grade Fee

Each student will be charged an annual grade fee of $250.00 to cover the cost of films, classroom supplies, transportation for local field trips, special projects, kindergarten refreshments, physical education, and art materials. The fee also covers the general cost of books in the lower school.

### Supplemental Charges

In addition to the annual tuition, and grade fee, other charges will necessarily be incurred by the student's attendance at the School and participation in various activities. **Examples** of these are as follows:

**Lunch Room:** The School has lunchroom facilities for all grades. Students may bring or purchase their lunches.

**Transportation:** The School is usually able to provide service to and from homes and charges for this service will vary depending upon the number of students involved and distances traveled.

**Books, Supplies Laboratory, etc.:** Charges for books, supplies, and laboratory use (example: science, music, shop) are based upon the student's program.

### How the School is Financed

Tuition and student fees cover approximately 75% of the School's expenses. Personal contributions (which are deductible for federal income tax purposes) are critical since endowment income represents only 4% of the revenues.

Gifts are solicited through volunteers from parents (Bellringer Campaign) former parents, grandparents and Alumni. Last year's program netted approximately $152,000 from current parents and friends, $111,000 from the Woman's Board of the School, $10,000 from the Parents' Association, and $60,000 from Alumni. All are asked to contribute according to their abilities, both to these Annual Funds and periodic major fund drives to support larger needs such as endowment.

### Financial Assistance

The School offers several opportunities for financial assistance: a financial need scholarship for grades 1-12, and two loan programs. A combination of these is also possible. Further information is available through the Admissions Office.

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SHELDON ROSENBAUM
Pianist in Residence
University of Hartford, B.M.; Northwestern University, M.M.

THOMAS ROSENBLUTH
Third Grade
Kenyon College, B.A.; University of Chicago, M.S.T.

ROGER A. SHIPLEY
M.S. Shop, U.S. Drama, Technical Director of Theater, Managing Director of Diller St. Theater
Oberlin College, B.A.

FRANCIS R. STANTON '27
Tennis Coach
Yale University, B.A.; Yale School of Architecture, B.F.A.

MARY WAGNER
L.S. Art
The School of the Art Institute of Chicago, B.F.A; University of Chicago

EMILY WARD
Fourth Grade Assistant Teacher
Kenyon College, B.A.

PATRICIA WASHBURN
Kindergarten
Marshall University, B.A.

ADRIENNE WEISSE
M.S. and U.S. French
Agnes Scott College, B.A.; Emory University, M.A.; Universite de Paris

DAVID G. WILLIAMS
M.S. Social Studies and Study Skills
Graduate NEW College, Oxford University, England, Degree in Languages and Modern History

KAREN K. WIRTZ
Kindergarten, L.S. Art
College of Santa Fe, B.A.

LYNDA WOOD
Kindergarten
Manchester Victoria University, Diploma of Education

# The North Shore Country Day School

**310 Green Bay Road, Winnetka, Illinois 60093**
**Phone: 312/446-0674**

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|---|---|
| *FOUNDED:* | 1919 by Perry Dunlap Smith |
| *ACCREDITATION:* | Independent Schools Association of the Central States<br>Recognized by the Illinois State Board of Education |
| *HEADMASTER:* | Richard P. Hall, appointed July 1979 |
| *HEAD OF UPPER SCHOOL:* | Lawrence P. Chiappetta |
| *ACTING HEAD OF MIDDLE SCHOOL:* | Robert Kramer |
| *HEAD OF LOWER SCHOOL AND DIRECTOR OF ADMISSION:* | W. Thomas Doar III |
| *ACADEMIC DEAN:* | Julia L. Hall |
| *ENROLLMENT:* | 410 students in Junior Kindergarten through Twelfth Grade |
| *TUITION:* | $2,600 to $5,702 |
| *SCHOLARSHIPS AND LOANS:* | 61 students (16%) received grants or loans totaling $259,000 in 1983-84 |
| *OPERATING BUDGET:* | $3.0 million |
| *ENDOWMENT:* | $1.4 million |
| *PHYSICAL PLANT:* | 7 buildings on 16 acres, outdoor swimming pool, 3 tennis courts |
| *STUDENT/TEACHER RATIO:* | 10 to 1 |
| *AVERAGE CLASS SIZE:* | Lower School - 21<br>Middle and Upper Schools - 13 |
| *GIFTS AND GRANTS RECEIVED:* | $318,200 in annual support from Alumni, Parents and Friends, 1984-85 |
| *GEOGRAPHICAL DISTRIBUTION:* | Students reside in 28 communities, most of which are served by the School's bus service. Communities with the largest enrollments are Winnetka, Evanston, Wilmette, Kenilworth, Northfield and Glencoe. |
| *PROFESSIONAL AFFILIATIONS:* | National Association of Independent Schools<br>Independent Schools Association of the Central States<br>Independent Schools Association of Greater Chicago<br>English-Speaking Union (International Student Exchange)<br>Educational Records Bureau<br>ASSIST (International Student Exchange)<br>A Better Chance (Minority Talent Search Program)<br>College Entrance Examination Board<br>National Association of College Admissions Counselors<br>Illinois Association of College Admissions Counselors<br>Council for the Advancement and Support of Education<br>The Corporate Project, funded by The Chicago Community Trust |

## Headmaster

Richard P. Hall was appointed as the fifth headmaster of The North Shore Country Day School in 1979.

A native of Rhode Island, Mr. Hall received a B.A. from Trinity College and an M.A. from L'Ecole Francaise, Middlebury College. Before coming to North Shore, he taught at the Berkshire School, the Phillips Exeter Academy, and was principal of the Upper School at the Seven Hills Schools in Cincinnati.

Mr. Hall's roles in independent schools have included Chairman of the Teachers Services Committee of the National Association of Independent Schools, President of the Independent Schools Association of Greater Chicago, chairmanships of evaluation teams for the Independent Schools Association of the Central States, and service on the Member Association Coordinating Committee for NAIS.

He is a member of the Country Day School Headmaster's Association of the United States, the Winnetka Rotary International and is a trustee of the Hadley School for the Blind. He is also a trustee with the American Secondary Schools for International Schools and Teachers, which supports exchange students, and he is a trustee of the Foundation for Excellence in Teaching in Chicago.

Mr. Hall is the 1984 recipient of the Anne Tyskling Award for leadership and service given by the Independent Schools Association of Greater Chicago.

He and his wife, Carol, who is co-director of the North Shore Youth Orchestra and is instructor of strings at VanderCook College of Music, live in the headmaster's house on campus.

# SCHOOL CALENDAR 1985-86

**September**

4 Student Orientation
5 OPENING OF SCHOOL
8 All Lower School Supper (5:30 - 8:00 p.m.)
23 A. Bartlett Giamatti, President of Yale University The Harold H. Hines, Jr. Visiting Fellow

**October**

3 Middle School "Go-To-School Night" and Supper (6 p.m.)
5 HOMECOMING
6 The Susan Marshall Memorial Concert (4 p.m.)
10 Lower School "Go-To-School Night" (7:30 p.m.)
14 FALL HOLIDAY - NO SCHOOL
24 Upper School "Go-To-School Night" (7:30 p.m.)

**November**

1 Fall Show, *Macbeth* (8:00 p.m.)
2 Fall Show, *Macbeth* (8:00 p.m.)
5 Work Day
11-15 INTERIM WEEK
14 Admissions Open House (7-9 p.m.)
18 FALL WRITING DAY - NO SCHOOL
27 THANKSGIVING HOLIDAY - School dismissed at noon

**December**

20 WINTER HOLIDAY - School dismissed at noon
22 Holiday Party for Alumni, Faculty, Parents and Friends (5-7 p.m.)

**January**

6 School Reopens
20 MARTIN LUTHER KING DAY - NO SCHOOL
23 Admissions Open House (7-9 p.m.)
31 Vaudeville (8 p.m.)

**February**

6 Interim Week Evening Presentation (7:30 p.m.)
12 LINCOLN'S BIRTHDAY - NO SCHOOL
16 Summerfare
21 WRITING DAY - NO SCHOOL
22 AUCTION

**March**

14 Gilbert & Sullivan operetta, "Yeoman of the Guard"
15 Gilbert and Sullivan operetta, "Yeoman of the Guard"
16 Admissions Open House (2-4 p.m.)
21 SPRING HOLIDAY BEGINS

**April**

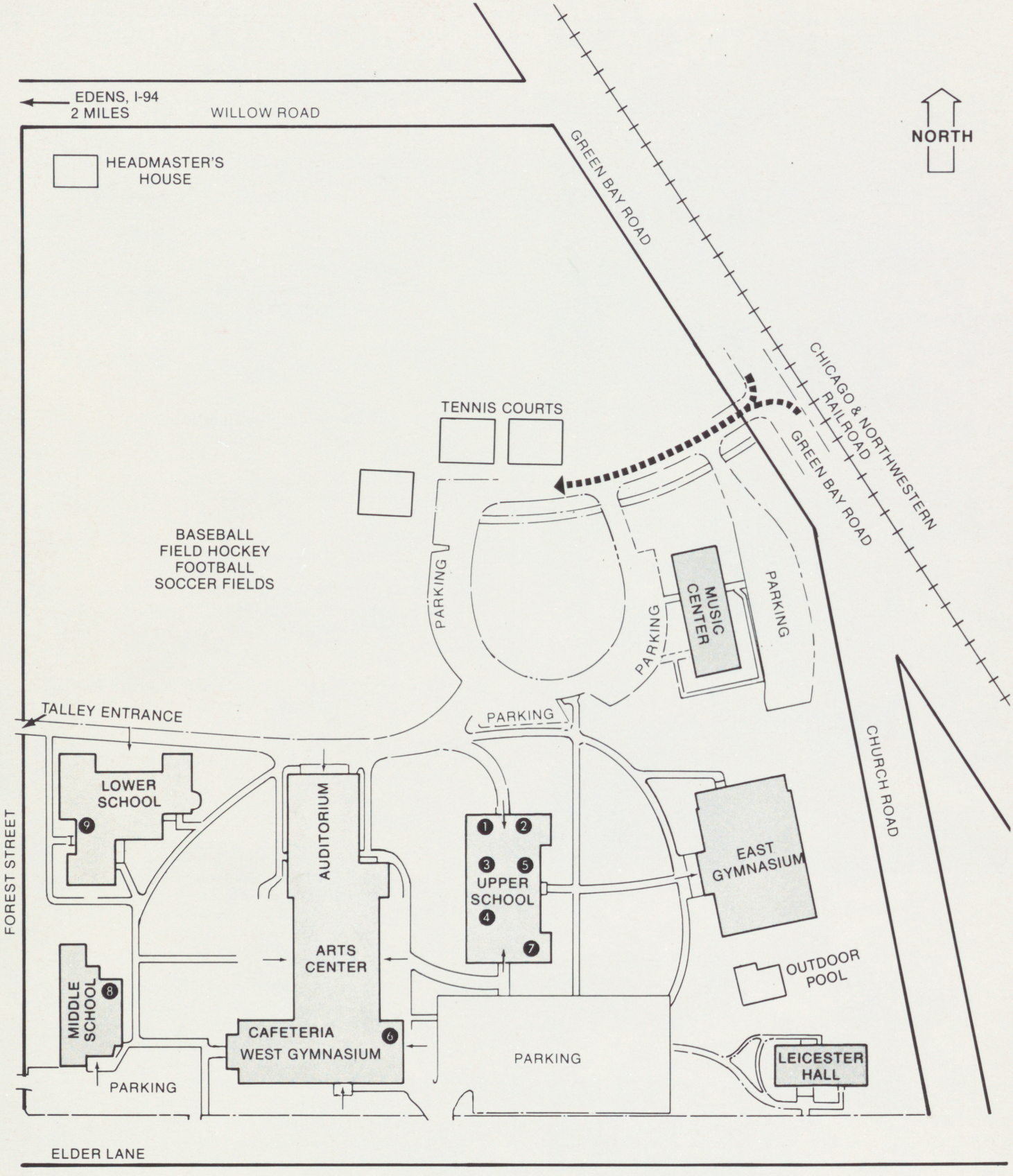
7 School Reopens
25 FACULTY ENRICHMENT DAY - NO SCHOOL

**May**

9 Middle School Show (8 p.m.)
10 Middle School Show (8 p.m.)
16 One Acts (8 p.m.)
17 One Acts (8 p.m.)
17 Country Day Fair
26 MEMORIAL DAY HOLIDAY - NO SCHOOL
30 50th Reunion - Class of 1936
31 50th Reunion - Class of 1936

**June**

2 "All Star Banquet" Junior and Senior Athletes
3 Lower School Closing (10:45 a.m.) Middle School Closing (11:45 a.m.)
6 COMMENCEMENT (3:30 p.m.)




❶ HEADMASTER
❷ LAIRD BELL ROOM
❸ RECEPTION
❹ ADMISSIONS OFFICE
❺ BUSINESS OFFICE
❻ MAINTENANCE OFFICE
❼ ADMINISTRATION-UPPER SCHOOL
❽ ADMINISTRATION-MIDDLE SCHOOL
❾ ADMINISTRATION-LOWER SCHOOL

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